YUKON
DEPARTMENT
OF EDUCATION

PUBLIC SCHOOLS BRANCH

ANNUAL REPORT

2001-2002

SCHOOL YEAR

Yukon
Education
Education

103-03174/

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To the reader...

The report deals with the activities of the Public Schools Branch only.

The report covers the 2001-2002 school year (mid-August 2001 to mid-August 2002). This is a continuation of the format used for the 2000-01 Annual Report (last year's report). Reports prior to last year covered fiscal years.

The report contains **four** substantive sections:

- **Overview of the K-12 Public School System**
- **Student Characteristics**
- **Education Programming Highlights**
- **Student Achievement Statistics**

The report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data.

The report also includes a "More information..." section which lists publications and internet resources of interest to parents and the general public.

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The Public Schools Branch

HIGHLIGHTS FOR 2001-02

Yukon School Evaluation Program

The Yukon School Evaluation Procedures and Standards, previously known as Yukon School Improvement Program, were approved by the Minister in July 2002. During the 2002-03 school year, the evaluation tools will be developed and it is expected that the school evaluation process will be implemented in September 2003.

New Facilities

Construction of the new J.V. Clark school in Mayo was finished and the building will be ready for occupancy to start the 2002-03 school year. The school features an internationally acclaimed, environmentally friendly design and expanded recreational facilities, paid for by a contribution from the Village. These facilities will be used by the entire community.

Expansions to the two Catholic elementary schools in Whitehorse were also completed. Holy Family and Christ the King will be receiving their first Grade Seven classes in September 2002. Vanier Catholic Secondary is now a Grade 8 – 12 school, similar to the non-denominational high schools in Whitehorse. The increased space in Vanier will facilitate additional programming options at the secondary level.

Education Act Review Update

In August 2001, after extensive public consultation and feedback, the Education Act Review Steering Committee released their draft recommendations for changes to the *Education Act*. Both the draft recommendations and the public comments were submitted to the Minister for consideration. The Minister and Cabinet reviewed the recommendations and made a decision to accept or reject each one. The Department of Justice then drafted a bill that included the approved changes to the existing *Education Act*. The result was Bill #63, *An Act to Amend the Education Act*.

Bill #63 was tabled in the Legislative Assembly and given first reading on April 8, 2002. Second reading and debate of the Bill did not occur before the conclusion of the spring 2002 session. Therefore, the amendments in Bill #63 are not yet in effect and the current *Education Act* remains as our primary piece of legislation that governs education in the Yukon.

The *Education Staff Relations Act* (ESRA) amended the *Education Act* by severing most of Parts 9 and 10 from the *Education Act* and placing them into a new, separate Act. Passed in the fall of 2001, ESRA governs relations between the employer and employee members of the Yukon Teachers' Association. The remainder of the *Education Act* focuses on students and their lives in the public schools system.

ADDITIONAL HIGHLIGHTS

The second phase of the EDUNet project was completed. Schools in both Whitehorse and the communities received enhanced internet connectivity and new computer equipment.

Distance education programs have been extended to all rural secondary schools, providing additional program options for secondary students in the communities.

Extended kindergarten programs were expanded into more schools, and along with the extensive resources dedicated to the Reading Recovery™ program continue to form the backbone of the branch's early intervention strategies for literacy.

GLOBE, an international climate change research program for students, was added to our experiential learning programs. Nine schools participated in 2001-2002.

The branch, in cooperation with the NWT and the four western provinces, participated in the development of a common curriculum framework for aboriginal languages. Aboriginal curriculum development programs were piloted in six rural schools as part of the department's overall support for First Nation languages and curriculum.

Beginning with the 2001-2002 school year, Grade 8 to 12 correspondence courses were provided at no cost to home educators.

Overview of the K-12 Public School System

The Public Schools Branch provides kindergarten to Grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools, and supports the Francophone school board in the operation of the territory's only French first language school. The branch also provides support and resources for distance education, home schooling, and students with identified special needs.

The British Columbia program of studies forms the basis of the Yukon curriculum. However, the branch and its educators frequently adapt programming to reflect local needs, conditions, and opportunities. Examples of this include experiential programs, where "hands-on" experiences are used to enhance the teaching of concepts; literacy and numeracy initiatives such as Reading Recovery™; and culturally diverse programming that reflects the Yukon's cultural and linguistic diversity, including that of Yukon First Nations.

Educational Partnership

The Minister of Education, along with the Francophone School Board (five members); the Kluane Lake School Committee (five members); and Yukon's 27 school councils (152 members) worked in partnership to provide policy direction to the 695 full-time equivalent (FTE) employees responsible for delivering the Yukon K-12 public school education. As of March 31, 2002, these employees were comprised of the following:

- 35 central office staff at the Department of Education
- 9 central office seconded teachers
- 10 Gadzoosdaa Residence staff
- 10 French language monitors
- 45 school administrators (principals and vice-principals)
- 37 school secretaries
- 412 teachers
- 106 tutors and educational assistants
- 31 aboriginal language teachers

These partners and the staff listed above provided for the educational needs of the 5,432 students who attended 28 schools located throughout the Yukon, as well as 28 distance-educated students and 76 registered home-educated students.

Budgets

For the fiscal year 2001-2002, actual operations and maintenance (O/M) expenditures for the Public Schools Branch totaled $59,744,000 or 64% of the total O/M budget for the Department of Education. These expenditures were broken down as follows:

- Administration
  ($361,000 or 0.6% of the Public Schools budget)
- Program Delivery
  ($53,550,000 or 89.6% of the Public Schools budget)
- Program Support
  ($3,540,000 or 5.9% of the Public Schools budget)
- French Language Programs
  ($1,138,000 or 1.9% of the Public Schools budget)
- Special Programs
  ($1,155,000 or 2% of the Public Schools budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as: professional development; the Assistant Deputy Minister's office; as well as the Senior Consultant's office with the Department of Education.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include expenditures for teachers, remedial tutors, educational assistants, school secretaries, school librarians, superintendents' offices and native language instructors, all of whom provide direct services to the students in the classrooms.

Program Support expenditures are those that support school-based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources.

French Program expenditures are those that support French language programs. These include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

For the fiscal year 2001-2002, capital expenditures for the Public School Branch totaled $14,765,000 or 79% of the total capital budget for the Department of Education. These expenditures were broken down as follows:

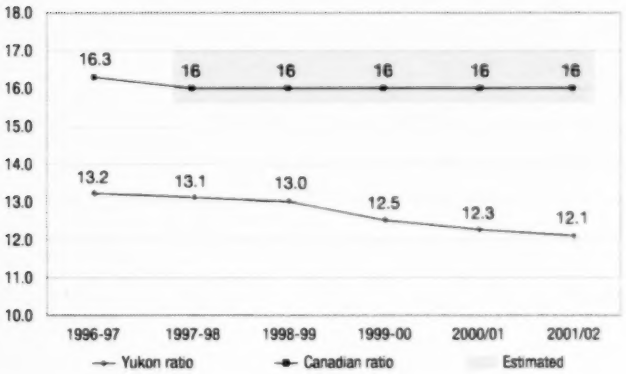
- facility construction and maintenance - $12,944,000
- instructional programs - $1,821,000

Note: *All figures for the "Educational Partnership " and the "Budgets " sections are based on March 31, 2002 data, and are subject to rounding.*

Pupil-Teacher Ratio

The Yukon enjoys the lowest (i.e. most favourable) pupil-teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for every 12 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 to 2002 is largely related to declining enrolment, and the addition of staff for programs such as Reading Recovery™.

Pupil-Teacher Ratio as of March 31, 2002



(Figure 1) Source: Yukon Education (YT ratio); Centre for Education Statistics, Stats. Can. (Can. Ratio)

Pupil-Teacher Ratio

For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) number of teachers.

For Canada: Full time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.

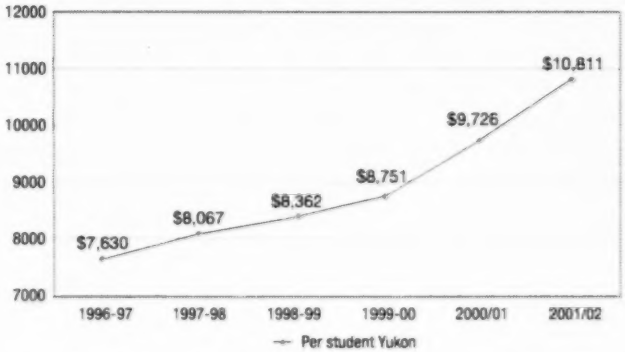
Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.

Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases.

Expenditures per student include: Program Delivery, Program Support, Special Programs, French Language Programs and Administration.

Expenditures per student as of March 31, 2002



(Figure 2) Source: Yukon Education

Expenditure per Pupil For the Yukon

The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12.

For Canada: Total expenditure of particular level of education divided by the corresponding full-time equivalent enrolment.

Note: The Yukon calculation only includes operating expenditures while the Canada calculation includes both operating and capital expenditures. This makes direct comparisons with Canada problematic.

Facility Highlights

Pelly Crossing

In the fall of 2001, the Department started design work on the Eliza Van Bibber school addition and heating plant upgrade in Pelly Crossing. The design is to include a renovated school office, new library and four new classrooms to replace the existing portable classrooms. A new oil burning heating plant is planned to replace the wood chip heating plant.

Dawson City

The Department purchased the former Beaver Lumber property across the street from Robert Service school, and arrived at an agreement with the City of Dawson regarding the closure of 4th Avenue between the current school site and the newly purchased land across the street, in anticipation of an expansion of the school grounds which have become too small for the current student population.

Mayo

Construction of the new J.V. Clark school in Mayo was finished and the building will be ready for occupancy to start the 2002-03 school year. The school features an internationally acclaimed environmentally friendly design and expanded recreational facilities, paid for by a contribution from the village. These facilities will by used by the entire community.

Whitehorse

- The design work for the Holy Family and Christ the King additions was completed.
- Construction of the Holy Family addition was completed.
- The foundation of the Christ the King addition was constructed in the fall of 2001. The remainder of the construction commenced in March 2002.
- The Vanier cafeteria and home economics lab renovation was completed.
- Indoor Air Quality assessment at Vanier was completed to identify the scope of the air quality problem.
- The bus lay-by bay and a student drop off loop at Vanier were relocated.
- A portion of the Porter Creek Secondary School roof was replaced.

Computer Upgrades

Phase II of the EDUNet project was completed during the 2001-2002 school year. Schools in Carmacks, Pelly Crossing, Old Crow, and Dawson were connected to high-speed internet service. J.V. Clark school in Mayo will be connected to high-speed service in conjunction with the opening of the new school in that community. Faro and Ross River have had computer hardware installed, and the connectivity to those communities will be improved as of September, 2002.

Phase II of EDUNet also included improved connectivity and access for Porter Creek Secondary, Vanier Catholic Secondary and École Émilie Tremblay in Whitehorse.

With the exception of Grey Mountain Primary, all Whitehorse elementary schools have multi-site, high speed internet connectivity. Grey Mountain Primary is scheduled for the same level of access in September, 2002.

Student Characteristics

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon. However, since 1996 enrolment has declined in the Yukon. The number of students in public schools as of May 31, 2002 totaled 5,432. This represented a decrease of 147 students, or 2.6%, from the previous school year. It represented a decrease of 688 students, or 11.2%, since the 1996-1997 school year.

In 2001-2002, elementary students (K-7) represented 61% of the total Yukon student population. Secondary students (8-12) represented 39%. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline slowly for many years to come. Ten-year student enrolment projections produced by the Department of Education predict a decrease of approximately 30% by 2010.

First Nation students represented approximately 28% of the total Yukon student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities and between programs and/or schools (see figures 3, 4a and 4b below). Overall, males and females represented approximately 50% each of the total population. This percentage has remained fairly stable over the past five years.

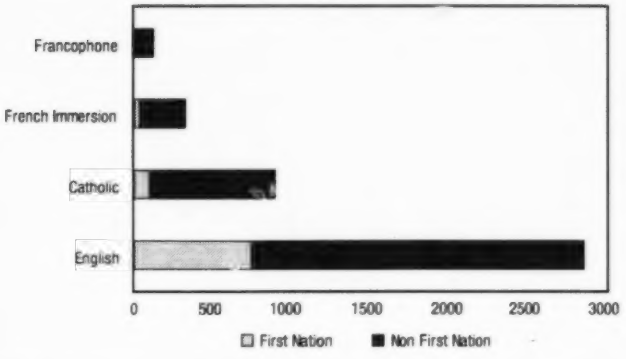
Whitehorse Enrolment

In 2001-2002, students attending Whitehorse schools represented approximately 78% of the total Yukon student population. First Nation students represented approximately 21% of the Whitehorse student population.

Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3 shows the four broad program categories of enrolment. The regular English program enrols the majority of students and serves the largest percentage of First Nation students. However, both French Immersion programming and Catholic programming continue to be popular. In fact, Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to accommodate all students of the Roman Catholic faith who wish to attend.

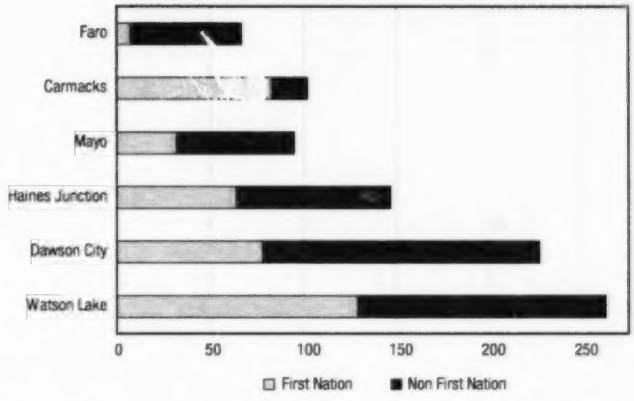
Note: *First Nation ancestry is based on self-identification.*

Whitehorse Student Enrolment as of May 31, 2002



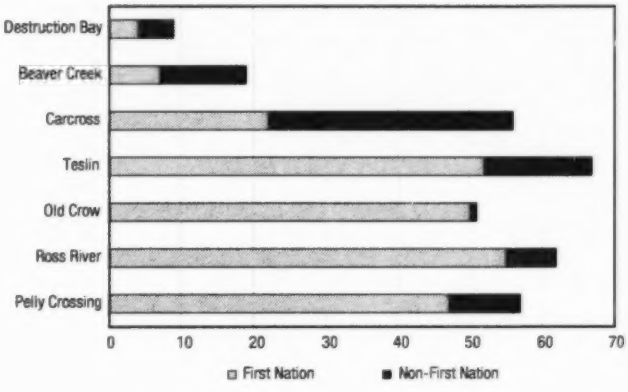
(Figure 3) Source: Yukon Education

Community Student Enrolment as of May 31, 2002 (where > 70 students)



(Figure 4a) Source: Yukon Education

Community Student Enrolment as of May 31, 2002 (where < 70 students)



(Figure 4b) Source: Yukon Education

Rural Yukon Community Enrolment

In 2001-2002, students attending rural Yukon schools represented approximately 22% of the total Yukon student population. First Nation students represented approximately 52% of the rural Yukon school population. Because rural Yukon schools vary in student population from about 10 to approximately 260 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 70 students and less than 70 students respectively.

In most rural schools, close to 50% of the students enrolled identified themselves as First Nation. The largest proportions of First Nation students are in the Yukon's smallest schools.

Note: *First Nation ancestry is based on self-identification.*

Distance Education

The Yukon Distance Education program is made up of courses provided through both print correspondence and technology assisted distributed learning.

In 2001-2002, there were 28 students registered in distance education programs or courses. These students were enrolled in 85 correspondence courses at various grade levels offered by the British Columbia Ministry of Education.

The Public Schools Branch began offering distributed learning courses in January 2001. These courses, known as CONNECT, are Internet and computer-enhanced programs offered through an affiliation with the B.C. Distance Education Schools Consortium. During the 2001-2002 school year the Yukon's Distributed Learning program expanded to all rural secondary schools, and included a total of 78 students enrolled in 18 courses in Grades 9 to 12.

Home Education

There were 76 home-educated students registered with the Public Schools Branch in 2001-2002. The number of these students has ranged from 44 in 1997-1998 to 63 in 2000-2001.

In 2001-2002, distance education courses for Grades 8-12 were made available to registered home education students at no cost.

Education Programming Highlights

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the branch augments its general programming with a variety of programming options. These program options are discussed below.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2001-2002 were the Extended Kindergarten Program and Reading Recovery™.

In addition to these initiatives in the 2001-2002 school year, the branch was engaged in the following early intervention initiatives:

- Motoric screening (128 Grade one students from 18 schools were screened)
- Transitioning from the Child Development Centre to Kindergarten and Special Programs – 21 students in Whitehorse, and 17 in rural schools
- Books for Babies
- Screening for, and identification of at-risk kindergarten children

Extended Kindergarten Programs

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as "learning to learn" behaviours. In the 2001-2002 school year, Tantalus School in Carmacks operated a full-day kindergarten program that included four-year-old students attending on a half-day basis.

In addition, the branch continued to pilot a full-day kindergarten program at Elijah Smith Elementary School in Whitehorse. The Ross River school operated a full-day program for 5-year-old children, and a half-day program for 4-year-old children.

A combined kindergarten program for four and five-year-olds (K-4) was offered in Beaver Creek, Carcross, Carmacks, Mayo, Old Crow, Pelly Crossing, Teslin, and Ross River in order to provide children with more time to prepare for entry into Grade one. An evaluation of the extended kindergarten program will take place in the 2002-2003 school year.

Reading Recovery ™ Program

The Reading Recovery™ program is a key component in the early intervention strategy of the Public Schools Branch. With its dedicated teacher resources (14 FTE in 2001-2002) it is one of the branch's major investments, costing approximately $1.3 million. It is a preventative program delivered to six-year-old students in Grade one to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students receive targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention. There were 364 grade one students in the Yukon in the 2001-2002 school year. Of these, 296 attended one of the 18 schools that offered Reading Recovery™. Of these 296 students, 127 were new to the Reading Recovery™ program. There were an additional 43 students carried over from the previous school year, for the total of 170 in the program. This equates to 42.9% of the Grade one children in these 18 schools.

The Yukon's target for accessibility to the Reading Recovery™ program is all Grade one children who require special support to become independent readers. This accessibility target is estimated to be as high as 40%. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20% of six-year-old students.

Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

The Reading Recovery™ is now considered to be fully implemented as a result of the increased allocation of resources and the training of certified Reading RecoveryTM teachers. The number of students benefiting from the program since its inception is as follows:

1997-1998	52 students
1998-1999	127 students
1999-2000	152 students
2000-2001	187 students
2001-2002	170 students

The Department of Education provides Yukon Achievement Test (YAT) results to the Reading Recovery™ Centre for students who have been through the program in previous years. The Centre uses the data to help evaluate the effectiveness of the program.

For further information about the Reading Recovery™ Program, you may obtain a copy of the Yukon Education Reading Recovery™ Report 2001-2002 from the Department of Education.

Experiential Education

Experiential education integrates hands-on experience with the learning process. Research has shown that many students benefit from this approach. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts and improve their level of achievement. This appears to be the case for students with a variety of learning styles and abilities. The Public Schools Branch recognizes the Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music, Art and Drama), Vision Quest (a First Nations cultural identity course), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein air et sciences expérientielles). In addition, the branch sees the value of integrating experiential approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to enhance curriculum delivery. During the 2001-2002 school year, the Public Schools Branch:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers, from all disciplines, at the intermediate and senior levels, will use experiential approaches more often to help students learn.
- Supported the GLOBE program, an international authentic research program for students. The program monitors climate change and teaches applied research skills. During the 2001-2002 school year, nine schools actively participated in the use of GLOBE: St. Elias Community School in Haines Junction, the Chief Zzeh Gittlit School in Old Crow, Robert Service School in Dawson City, Del Van Gorder School in Faro, Watson Lake Secondary School in Watson Lake, and Jack Hulland, Elijah Smith, Porter Creek Secondary, and Wood Street schools in Whitehorse.

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counseling services, transportation and health guidance. Staff at the Centre in 2001-2002 include 2 FTE's hired by the Department of Education and 4 FTE's placed by the Teen Parent Society, serving approximately 20 families.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youths continue to have access to educational opportunities. One FTE teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

Active Living Schools

The Task Force on Active Living presented its report to the government in May 2000. The branch's support for the recommendations in that report are demonstrated by the following:

- All Yukon schools now have staff who have been trained in the Active Life Skills Physical Education Curriculum.
- Criteria for "Active Living Schools" were adopted from the National organization of Active Living Schools.
- New curriculum guides were distributed to schools. In conjunction with Sport Yukon, the branch continued to provide an in-servicing program to assist teachers in implementing Active Living principles in their physical education programs.
- The Department provided $25,000 as part of a cost-sharing agreement to fund the Active Living Coordinator position at Sport Yukon.

Second Languages

The Public Schools Branch offers a number of second language options for students. During 2001-2002, through various schools, the branch provided language courses and programs as per Tables 1 and 2 below. During the 2001-2002 school year, the branch was also involved in several additional First Nation languages initiatives. The branch:

- contributed $352,000 through a contribution agreement with the Council for Yukon First Nations and $430,000 for staff salaries to support the Yukon Native Language Centre;
- provided $1,938,872 for the salaries of 30 aboriginal language teachers – 27 of whom taught in the Yukon's public schools, and three of whom worked in the Native Language Centre;
- provided training for native language instructors and developed curriculum materials for the teaching of Yukon First Nation languages in Yukon schools through its support of the Yukon Native Language Centre;

- staffed two First Nation consultant positions whose role it is to provide First Nation culture and language curriculum support to Yukon teachers; and
- supported the development of a common curriculum framework for aboriginal languages in cooperation with the four western provinces and the Territories. As well, the Aboriginal Languages Curriculum Framework was piloted in four Yukon schools (Carcross Community School, Whitehorse Elementary School, Johnson Elementary School in Watson Lake, and Chief Zzeh Gittlit School in Old Crow) through the work of the branch 's First Nation education consultant and Aboriginal Language Consultant.

School	Community	Language Programming
Carcross Community School	Carcross	FSL
Tantalus School	Carmarcks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages 2001-2002
Source: Yukon Education
Note: FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Beaver Creek School	Beaver Creek	Northern Tutchone
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone, Athapaskan
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone, Athapaskan
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nation Languages 2001-2002
Source: Yukon Native Language Centre

Special Education

The policy of the Public Schools Branch is to educate students with special needs in the least restrictive and most enabling environment, as far as is practicable. In most cases, this means providing appropriate modifications to programs within the regular classroom in order to meet the unique needs of these students.

The major role of the Special Programs Division is to support the work of school personnel as they plan and implement educational programs for students with special educational needs. This will allow students to benefit from the educational experiences provided by the school.

The staff in the Special Programs Division includes a coordinator of school support services, school psychologists, speech/language pathologists, a consultant for students with hearing impairments, a teacher for students with visual impairments, a physical therapist and an occupational therapist. These consultants provide support through school and classroom visits and through meetings with teachers, parents and other relevant school and/or Public Schools Branch personnel.

The majority of students have their needs addressed in the regular classroom. However, when it is appropriate, the Public Schools Branch provides separate settings for some students.

Students placed in the Shared Resource Program require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:

Life Skills Programs: Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills.

Behavioural Intervention Programs: Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances.

Multi-needs Programs: Students recommended for these programs have severe and/or multiple handicaps.

In the 2001-2002 school year, the branch delivered the following Shared Resource Programs:

Life Skills

- Selkirk Elementary School
  (combined with primary (age 5-7) multi-needs students)
- Elijah Smith Elementary School and Takhini Elementary School (intermediate (age 6-12) students)
- Vanier Catholic Secondary School
- F.H. Collins Secondary School

Behavioural Intervention

- Jack Hulland Elementary School
  (primary and intermediate age students)
- Vanier Catholic Secondary School
  (secondary (age 13-18) students)
- Riverfront Centre
  (off campus program for secondary age students)

Multi-needs

- Selkirk Elementary School (primary age students)
- F.H. Collins Secondary School (secondary age students).

Students on Individualized Education Plans (IEPs)

Individualized Education Plan (IEP)

Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

a) the strengths and needs of the student;

b) long-term or annual goals;

c) short-term goals or specific behavioural objectives;

d) suggested instructional materials, methods and strategies including required adaptations and assessment methods;

e) persons responsible for the implementation of the IEP, including parents;

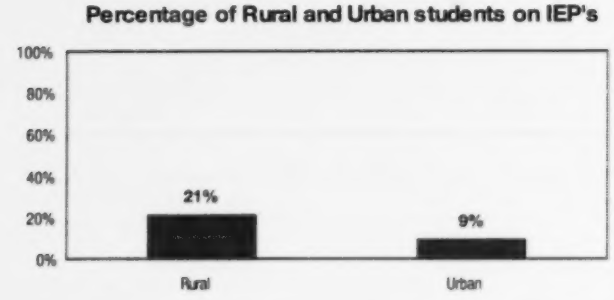
f) the period of time and process for review of the IEP; and

g) parents' written, informed consent for implementation.

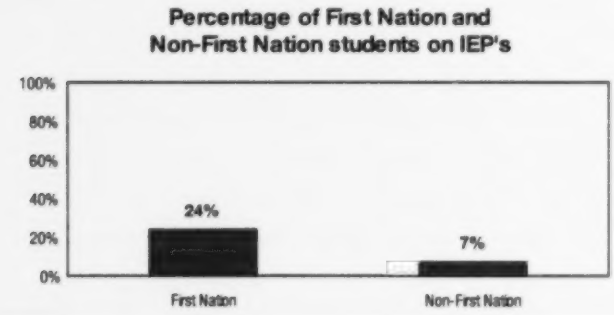
The distribution of students on IEPs varies considerably between Whitehorse and rural Yukon communities. Notable are the following:

- Figure 6 indicates, 21% of all rural students are on IEP's, and 9% of all urban students are on IEP's.
- Figure 7 indicates that 24% of all First Nation Yukon students were on IEPs, whereas 7% of all non First Nation Yukon students were on IEP's.

Together, these figures indicate that a significant amount of the resources of the Special Programs Division are dedicated to the identified educational needs of rural Yukon students and of First Nation students.



(Figure 6) Source: Yukon Education



(Figure 7) Source: Yukon Education

Francophone Education

The Yukon Francophone School Board #23 (Commission Scolaire Francophone du Yukon - CSFY) offers education services to enhance the academic and personal growth as well as the cultural identity of the territory's Francophone learners. Formed in 1996, it is the Yukon's only school board. It operates under the authority of the Minister and has a mandate to provide French First Language educational services for the Yukon.

Under direction from a board of trustees made up of five elected members chosen from the Yukon's Francophone community, CSFY administers École Émilie-Tremblay, the territory's only French first-language school. It has also committed to support French First Language program requests anywhere in the Territory where sufficient numbers warrant the service. These programs are currently only offered in Whitehorse.

In 2001-2002, approximately 130 students attended École Émilie-Tremblay in grades K to 12 under the guidance of 10 teachers and two educational assistants.

During the year, the Francophone school board pursued a number of initiatives to support French first-language education in the Yukon. It:

- expanded and supported *Le Jardin d'Émilie*, a 3-5 year old pre-school program established to enhance future students' linguistic and socialization skills through funding from the Special Measures initiative of the Bilateral Agreement with Canada. This program has been based at the French daycare centre situated on the school grounds;
- continued the support to the Cultural Integration Program aimed at adding cultural components in the curriculum and providing co-curricular activities with a French flavour;
- added TAM (theatre, arts, drama) for secondary students, a popular experiential program modeled on the existing English MAD program; and
- supported a very successful Quebec - Yukon student exchange program.

In keeping with its strategic plan, the board proceeded with and/or continued the following initiatives. It:

- maintained a close relationship with the Francophone community through membership in the Community Partnership in Education;
- developed and ratified a number of policies related to board operation;
- continued community consultations related to the *Education Act* Review; and
- participated in the activities of the new National Association of Minority French Directors of Education under the umbrella of Fédération Nationale des Conseils Scolaires.

Looking ahead, several other issues have been identified as priorities for the near future:

- Initiating a review of the Board's position within the organizational framework of the Department;
- Increasing funding to meet the board's operational costs for 2002-03;
- Promoting and maintaining a high level of academic performance;
- Providing increased support for cultural and linguistic activities; and
- Increasing the student population of the school.

Student Achievement Statistics

Introduction

This report provides information that relates to assessments mandated by the Public Schools Branch. It does not cover the many other important methods of assessment that exist in Yukon schools. These other methods of assessment range from self-evaluation to teacher observations, and from highly subjective methods to highly objective methods of assessment.

The Public Schools Branch mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of student achievement for the report year, over time, and in comparison with students from other jurisdictions.

Student Assessment Plan for the 2001-2002 School Year

In keeping with school systems across Canada, the Public Schools Branch mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the department in renewing curriculum and in planning professional development for educators. As well, these provide educators with valuable information that can be used to improve student learning. The branch also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides a good check of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career - the completion of primary, intermediate, junior and secondary years. This testing refers to the Yukon curriculum and therefore is based on what should have been taught and learned.

This plan also makes it possible for the Public Schools Branch to meets its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.

For the 2001-2002 school year, the following assessments were mandated:

Assessment Program	Grades
Language Proficiency Index (LPI)	Grades 11 and 12
Yukon Achievement Tests (YAT)	Math and Language Arts: Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grade 12
School Achievement Indicators Program (SAIP)	Writing: 13 and 16-year-olds

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in force today, consists of 85% of students demonstrating *Acceptable Performance* (i.e. achieving 50% or better) and 20% of students demonstrating *Excellent Performance* (i.e. achieving 80% or better). Several of the figures in this section provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

a) a bold line indicating the target of 85% of students demonstrating *Acceptable Performance*;

b) a bar indicating success (the lower portion of the stacked bar); and

c) a bar indicating excellence (the upper portion of the stacked bar).

Taken together, the two components of the stacked bar indicate *Acceptable Performance*.

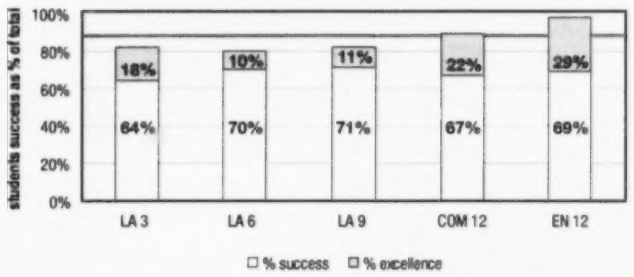
Achievement in Mathematics and Language Arts - a Grade 3, 6 and 9 overview

The Public Schools Branch is continuing to focus its curricular attention to the areas of numeracy and literacy. Figures 8 and 9 provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in Grades 3, 6, 9 and 12. The figures detail student performance in terms of the Yukon achievement standard outlined above.

Students were slightly below the target standard of *Acceptable* performance in Language Arts in Grade 3, 6 and 9, as well as Mathematics in Grade 3. Students exceeded the standard of *Excellent* performance in Mathematics at Grade 3. Students in Grade 6 and Grade 9 failed to meet either achievement standard in Mathematics. Students in Grade 12 exceeded the *Acceptable* performance standard in Language Arts (Communications and English), but failed to reach the Acceptable performance standard in Mathematics.

It should be noted that results for Grades 3, 6 and 9 have improved in Mathematics between 2% and 4% over the last three years, and in Language Arts, improvement has ranged from 0% to 3%. In the 2001-02 school year, Yukon students' performance was between 5 and 8% below that of Alberta students. The exception was Mathematics 6, where the difference was approximately 13%.

Achievement in Language Arts 2001-2002 (grades 3, 6, 9 and 12)



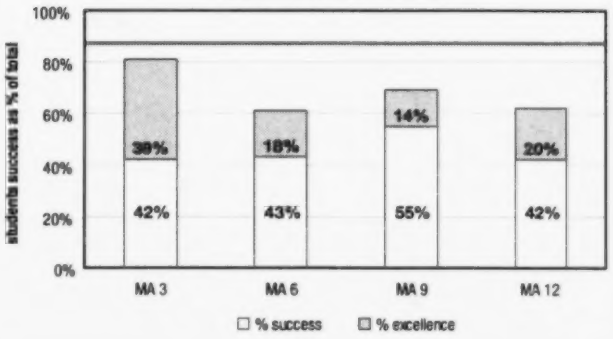
(Figure 8) Source: Yukon Education

Success is defined as achieving a score of 50%-79%. **Excellence** is defined as achieving a score of 80%-100%.

Together, Success and Excellence make up **Acceptable** performance.

LA means Language Arts, COM means Communications, EN means English

Achievement in Mathematics 2001-2002 (grades 3, 6, 9 and 12)



(Figure 9) Source: Yukon Education

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these instruments, which originate from Alberta, and to make comparisons to their provincial results. Yukon students are expected to write the Achievement Tests at the end of Grade 3 and Grade 6. The Math 9 and English 9 tests are written at the end of the course (i.e. semester or year end) and count as 25% towards the student's final mark for the course. The key purposes of the assessment (using the Achievement Tests) of student learning against curriculum based standards are: to determine if students are learning what they are expected to learn; to report to Yukoners how well students have achieved territorial standards at given points in their schooling; and, to assist schools and the territory in monitoring and improving student learning.

Grade 3 Highlights

Participation

All Grade 3 Yukon students are expected to participate in the YAT testing. Grade 3 and 6 students write in May of each year. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 3 Mathematics, 343 students, or 90%, wrote the test. This participation rate is the same as for the 2000-2001 year. This compares favourably with Alberta participation, which has ranged from 91% to 93% in the previous three years. The number of students exempted in 2001-2002 from the Math test dropped slightly to 8.4% from 9% in 2000-2001.

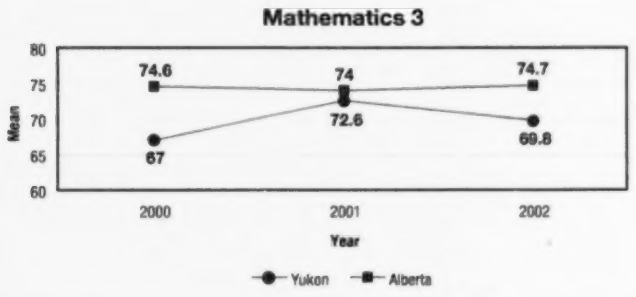
Language Arts: In Grade 3 Language Arts, 334 students, or 90.5%, wrote the test. This participation rate has increased from the 2000-2001 year, when it stood at 87.3%. This compares favourably with Alberta participation, which has ranged from 91% to 93% in the previous three years. The number of students exempted in 2001-2002 from the Language Arts test dropped to 9.2% from 11.3% in 2000-2001.

Trend Analysis:

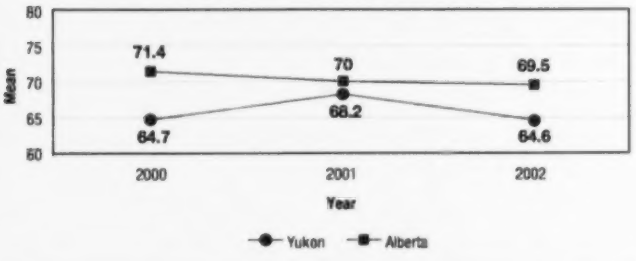
Math: In Mathematics 3, the average score for all Yukon students has increased slightly from 67% in 2000 to 69.8% in 2002. The Alberta aggregate average score has remained fairly constant over the same period at around 74.6%. A rise in the second year of an assessment program is typical, as students and teachers become familiar with the program.

Language Arts: In Language Arts 3, the trend in the average score for all Yukon students has remained fairly even. The Alberta aggregate average score has declined slightly over the last three years from 71.4% in 2000 to 69.5% in 2002. A rise in the second year of an assessment program is typical, as students and teachers become familiar with the program.

Comparison of Averages:



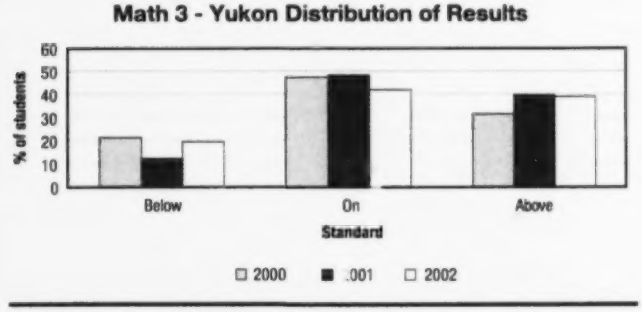
(Figure 10) Source: Yukon Education



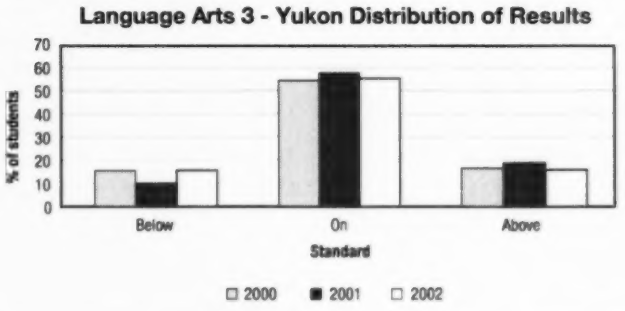
(Figure 11) Source: Yukon Education

Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. They have been extended to include the Achievement Tests at Grades 3 and 6. It indicates the percentage of students who achieved each of the following levels: below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 12) Source: Yukon Education



(Figure 13) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ.

Grade 6 Highlights

Participation:

All Grade 6 Yukon students are expected to participate in the YAT testing. Grade 3 and 6 students write in May of each year. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 6 Mathematics, 381 students, or 88.5%, wrote the test. This participation is down slightly from the 2000-2001 year figure of 89.7%. Yukon participation is slightly below the Alberta rate of 91.6%. The number of Yukon students exempted in 2001-2002 from the Math test rose slightly to 8.9% from 7.7% in 2000-2001.

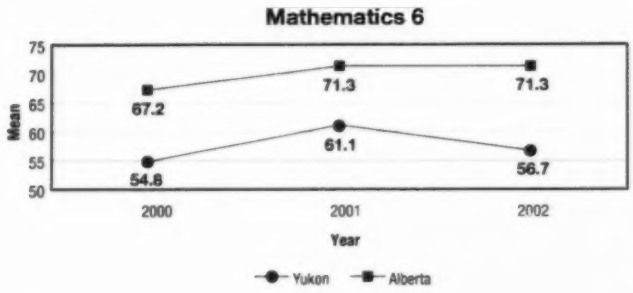
Language Arts: In Grade 6 Language Arts, 417 students, or 90.3%, wrote the test. This participation is the same as the 2000-2001 year, when it stood at 90.4%. Yukon participation is slightly below the Alberta rate of 91.2%. The number of Yukon students exempted in 2001-2002 from the Language Arts test rose slightly to 8.7% from 8.4% in 2000-2001.

Trend Analysis:

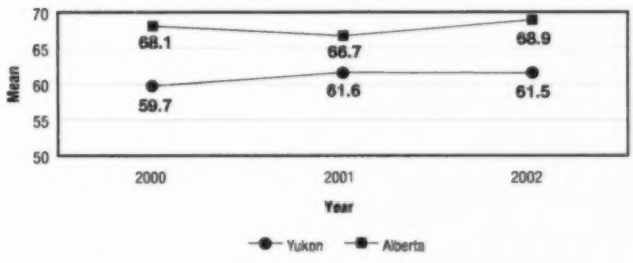
Math: In Mathematics 6, the average score for all Yukon students has increased slightly from 54.8% in 1999-2000 to 56.7% in 2001-2002. The Alberta aggregate average score has similarly increased over the same period from 67.2% to 71.3%. A rise in the second year of an assessment program is typical, as students and teachers become familiar with the program.

Language Arts: In Language Arts 6, the average score for all Yukon students has increased slightly from 59.7% in 1999-2000 to 61.5% in 2001-2002. The Alberta aggregate average score has remained fairly constant over the same period at around 68%. A rise in the second year of an assessment program is typical, as students and teachers become familiar with the program.

Comparison of Averages:



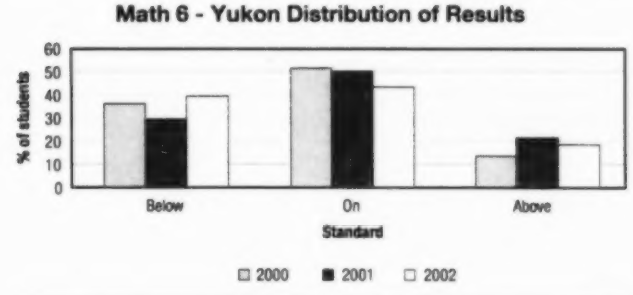
(Figure 14) Source: Yukon Education



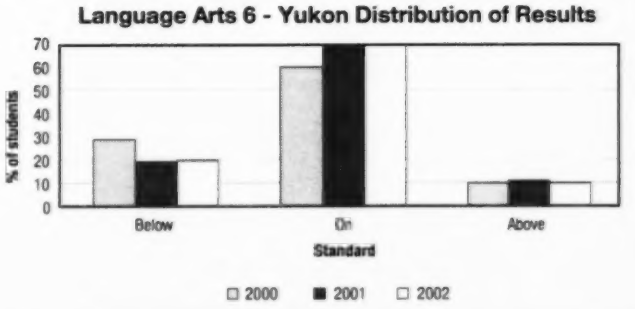
(Figure 15) Source: Yukon Education

Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. They have been extended to include the Achievement Tests at Grades 3 and 6. It indicates the percentage of students who achieved each of the following levels: below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 16) Source: Yukon Education



(Figure 17) Source: Yukon Education

Alberta distribution of results are not available, as their standards differ from those of the Yukon.

Grade 9 Highlights

Participation:

All Grade 9 Yukon students enrolled in Principles of Math 9 and English 9 are expected to participate in the YAT testing. For Math 9, this figure represents 79.1% of the Grade 9 enrolment, as some students are enrolled in optional Math courses. For English 9, all students are expected to write the test. A small number of students, who may not benefit from the testing may be exempted by the school. Participation rates for 2001-2002 are calculated using the same methods as for Grades 3 and 6, and are not comparable to previous years data where a different method was used for Grade 9. Future reporting will utilize this method and comparisons will then be available.

Math: In Grade 9 Mathematics, 314 students, or 88.5%, wrote the test. Alberta participation rates are reported at 87% by Alberta Learning. The number of Yukon students exempted in 2001-2002 from the Math test was 4.5%. Exemption figures are not available for 2000-2001, as a tracking system was not in place for exemptions.

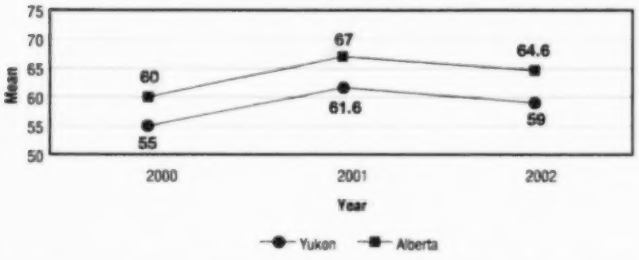
Language Arts: In Grade 9 Language Arts, 365 students, or 92.6%, wrote the test. Alberta participation rates are reported at 87.5% by Alberta Learning. The number of Yukon students exempted in 2001-2002 from the Language Arts was 2.8%. Exemption figures are not available for 2000-2001, as a tracking system was not in place for exemptions.

Trend Analysis:

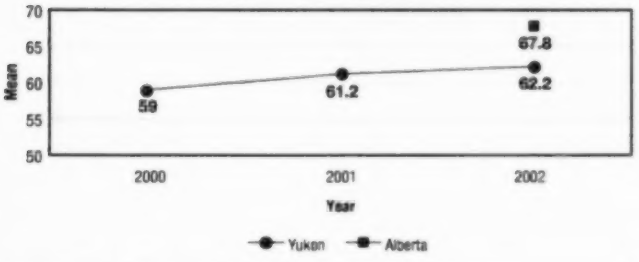
Math: The territorial math resut score has shown an increase from the 1999-2000 level of 55% to 59% in 2001-2002. The Alberta aggregate average score has followed the same trend as the Yukon score, increasing from 60% in 1999-2000 to 67% in 2000-2001, then decreasing to 64.6% in 2001-2002.

Language Arts: In Language Arts 9, trend analysis in not available, as this is the first year that Yukon students wrote the Alberta test. Prior to that the English 9 test was locally developed. However, for the 2001-2002 year, the Yukon score for Language Arts 9 stood at 62.2%, which is slightly below the score of 67.8% for Alberta students for the same year.

Comparison of Averages



(Figure 18) Source: Yukon Education



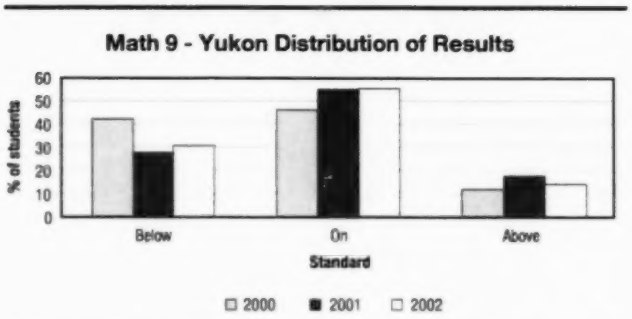
(Figure 19) Source: Yukon Education

Distribution:

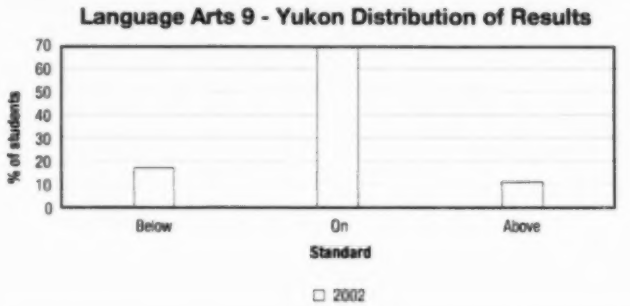
YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the following levels: below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Achievement - A First Nation Perspective

Figures 22, 23 and 24 are provided in order to allow comparisons between the performance of First Nation and that of non-First Nation students for the 2001-2002 school year, as



(Figure 20) Source: Yukon Education



(Figure 21) Source: Yukon Education

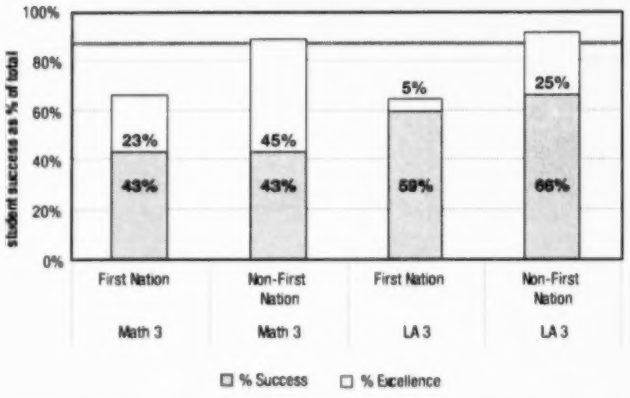
Alberta distribution of results is not available, as their standards differ from those of the Yukon.

First year of use of Alberta Language Arts test, therefore historical distributions not available.

assessed through the Yukon Achievement Tests in Mathematics and Language Arts. Generally, in Grade 3, First Nation students performed below the established standard of performance, while non-First Nation students performed above the standard of Acceptable performance. In Grades 6 and 9 the achievement of First Nation and non-First Nation students failed to meet the expected standard of *Acceptable* performance, with the exception of non-First Nation students in Language Arts 6 and 9.

First Nation students in Math 3, and non-First Nation students in Math 3, Language Arts 3 and Math 6, exceeded the expected standard of *Excellent* performance. Although additional research will be required to fully understand the causes, the attendance information provided in Figure 37 highlights one factor that is possibly responsible.

Achievement in Grade 3 (2001-2002)
First Nation vs. Non-First Nation

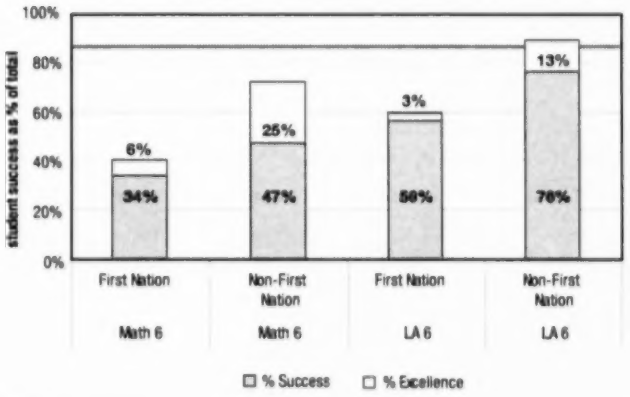


(Figure 22) Source: Yukon Education

Success is defined as achieving a score of 50%-79%. **Excellence** is defined as achieving a score of 80%-100%. Together, Success and Excellence make up **Acceptable** performance.

First Nation ancestry is based on self-identification.

Achievement in Grade 6 (2001-2002)
First Nation vs. Non-First Nation

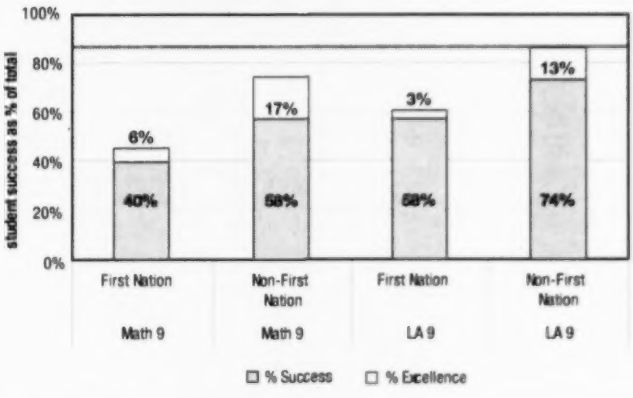


(Figure 23) Source: Yukon Education

British Columbia Provincial Exams (BCPE)

As the BC Program of Studies form the basis of the Yukon curriculum at Grade 12, Yukon students enrolled in a Provincially examinable course are expected to write the BC Provincial Exams. These exams are written at the end of the course (i.e. semester or year end) and count as 40% towards the student's final mark for the course. The BC Provincial Exam program: ensures that Grade 12 students meet

Achievement in Grade 9 (2001-2002)
First Nation vs. Non-First Nation



(Figure 24) Source: Yukon Education

consistent provincial standards of achievement in academic subjects; ensures that graduating students from all schools will be treated equitably when applying for admission to post secondary institutions; and responds to strong public concerns for improved standards of education.

Grade 12 Highlights

Participation:

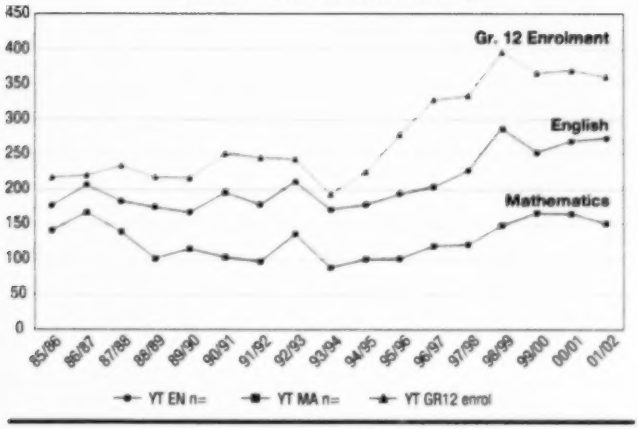
All Grade 12 Yukon students enrolled in a Provincially examinable course are expected to write the BC Provincial Exams. Participation rates are difficult to determine for Grade 12 students, as not all students are required to enroll in these courses. Students generally enroll in these courses if they are required for their specific graduation program, or as a requirement of entry to a post secondary institution.

We can however track participation over time in terms of the number of students writing versus the Grade 12 enrolment over time. The information retained over the past 15 years indicates that registrations in these courses has remained fairly constant, and increases and decreases at approximately the same rate as the enrolment. For the purpose of this report, with the focus on numeracy and literacy, registration information has been provided for the English 12 and Mathematics 12 exams. Figure 25 shows the number of Yukon students writing these exams compared to the Grade 12 enrolment over time.

Trend Analysis:

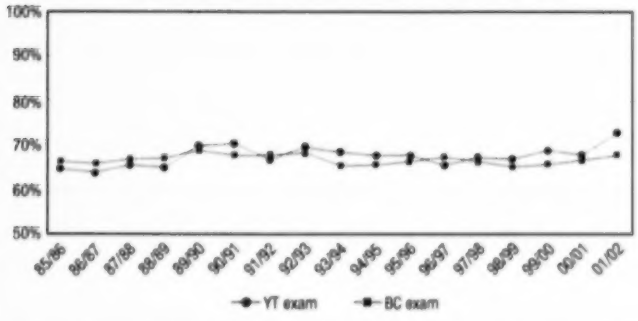
With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, with the focus on

BC Provincial Exams - Math 12 and English 12
Number of students writing



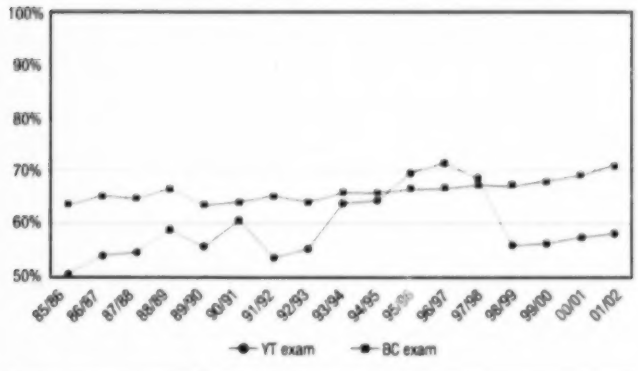
(Figure 25) Source: Yukon Education

BC Provincial Exams - English 12
Comparison of exam mark - YT vs. BC



(Figure 26) Source: Yukon Education

BC Provincial Exams - Math 12
Comparison of exam mark - YT vs. BC



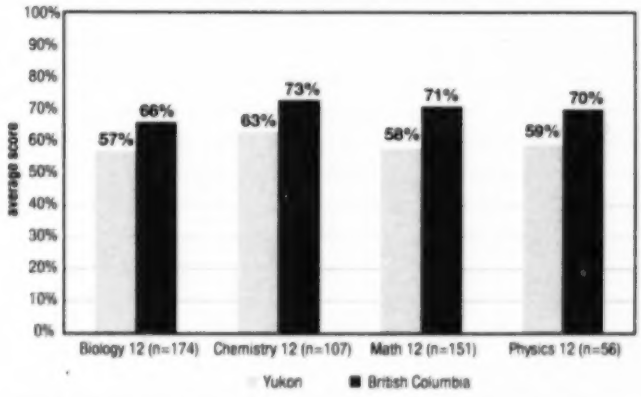
(Figure 27) Source: Yukon Education

numeracy and literacy, trend information has been provided for the English 12 and Mathematics 12 exams. Figures 26 and 27 show the Yukon average score and the BC average score over time for these two exams.

Comparison of Averages

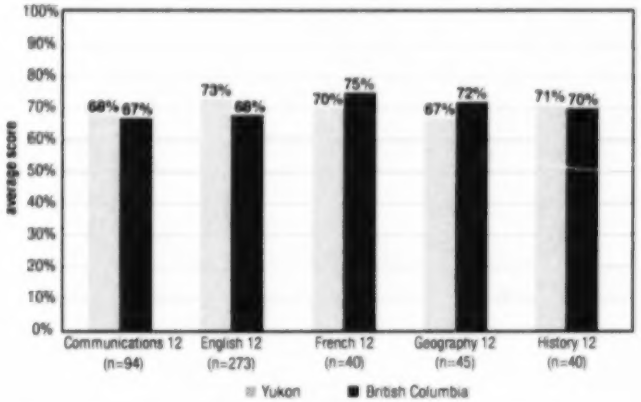
Figures 28 and 29 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2001-2002, the number of

BC Provincial Exam Averages 2001-2002
Mathematics and Sciences



(Figure 28) Source: Yukon Education

BC Provincial Exam Averages 2001-2002
Humanities



(Figure 29) Source: Yukon Education

Yukon students writing exams ranged between 5 (Applications of Math 12) and 273 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted, that the number of Yukon First Nation students writing the various exams is too small to allow comparisons on the basis of ethnicity.

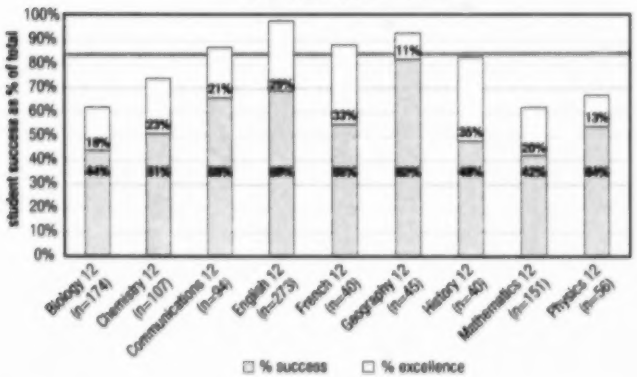
Although this report does not contain detailed information (beyond the reporting of averages in figures 28 and 29) to allow comparisons between Yukon and British Columbia students over time, the following six-year summary is provided to give the reader a general sense of Yukon students' performance.

Results from 1996-1997 through 2001-2002 school years show that:

- In Biology 12, Yukon students performed between 3% and 12% lower than BC students.
- In Chemistry 12, Yukon students performed between 8% and 11% lower than BC students.
- In English 12, Yukon students performed between 2% lower and 5% higher than BC students.
- In Mathematics 12, Yukon students performed between 4% higher and 12% lower than BC students.
- In Physics 12, Yukon students performed between 4% and 11% lower than BC students.

Distribution:

Achievement in Grade 12 (2001-2002)
BC Provincial Exams



(Figure 30) Source: Yukon Education

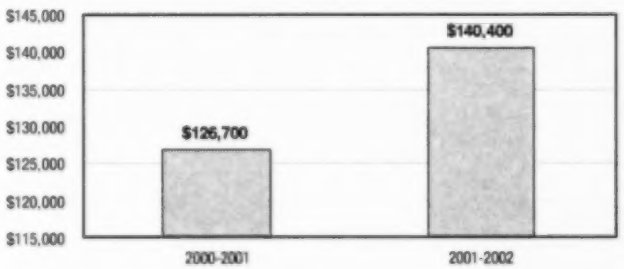
Success is defined as achieving a score of 50%-79%. **Excellence** is defined as achieving a score of 80%-100%. Together, Success and Excellence make up **Acceptable** performance.

Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80% or above.

For the 2001-2002 school year, 260 students earned 345 awards, totaling $140,400. This is an increase of 16 awards, or $13,700 from the previous school year. Specifically, there were 159 awards at the Grade 9 level and 186 awards at the Grade 12 level.

Yukon Excellence Award accruals



(Figure 31) Source: Yukon Education

School Achievement Indicators Program (SAIP)

***NOTE**: The SAIP Writing assessment was written by Yukon students in May of 2002. The PSB Annual Report 2001-2002 is published prior to that of the release of the SAIP Writing Assessment results by CMEC (scheduled for early 2003), therefore results from the previous SAIP Math assessment have been included. Results of the SAIP Writing assessment will be included in the 2002-2003 PSB Annual Report.*

In 1989, the Council of Ministers of Education Canada (CMEC) initiated the School Achievement Indicators Program (SAIP), the first-ever attempt to arrive at a consensus on the elements of a national assessment. In the SAIP, the achievement of individual students is not identified, and no attempt is made to relate an individual's achievement to that of other students. The SAIP is essentially a measure of how well each province or territory's education system is doing; it does not replace individual student assessment, which is the responsibility of teachers, schools, boards, and ministries of education. Similarly, no attempt is made to compare schools or school districts. The results are reported at the provincial or territorial

level only. The SAIP assessment is administered on a cyclical basis, assessing reading, writing, science and mathematics.

The SAIP Math Assessment was written by all 13 and 16-year-old Yukon students in spring 2001. These students are usually in Grades 8 and 11. However, there is some overlap of other grade levels in each age group. In most other jurisdictions in Canada, a sampling of the student population participates in the testing.

SAIP results are reported according to five levels of achievement, beginning with Level 1 (basic) and continuing to Level 5 (the most complex). The expectation is that most 13-year-olds will achieve at or above Level 2 and that most 16-year-olds will achieve at or above Level 3.

Figures 33 and 34 allow comparisons between Yukon students' achievement in 2001 against the overall Canadian results and those of Alberta and British Columbia. Yukon 13-year-olds performed as well as the Canadian average in the mathematics content area at Levels 4 and 5, but not as well at Levels 1 to 3. In problem-solving, these students performed as well as the Canadian average at all levels except at Level 3, where they did not do as well. Yukon 16 year-olds performed as well as the Canadian average in the content area at Levels 3 and 4, but not as well at Levels 1, 2 and 5. In problem-solving, these students performed as well at Levels 4 and 5, but not as well at Levels 1, 2 and 3.

Although this report does not contain detailed information to allow comparisons between the last SAIP Math assessment in 1997 and 2001 SAIP Math assessment, the following summary is being provided to give the reader a general sense of Yukon students' performance over time.

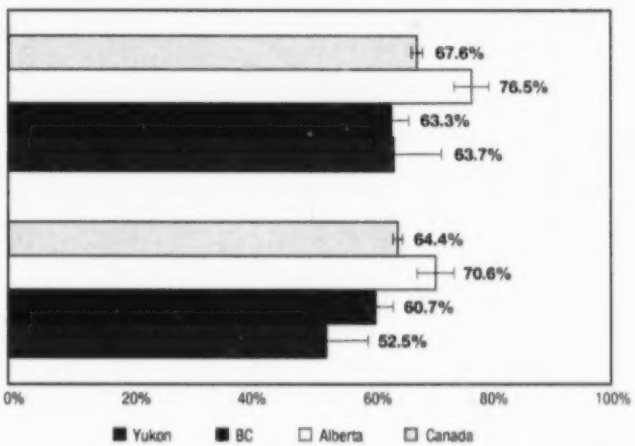
When comparing Yukon students' achievement in 2001 against their achievement in 1997, results show that 13 and 16-year-old students performed as well or better in mathematics in 2001 than in 1997. The exception was 13 year-olds in the area of mathematics content.

Specifically:

- Achievement for 13-year-olds in content has decreased slightly since 1997
- Achievement for 13-year-olds in problem-solving has increased significantly since 1997
- Achievement for 16-year-olds in content has remained constant since 1997
- Achievement for 16-year-olds in problem-solving has remained constant since 1997

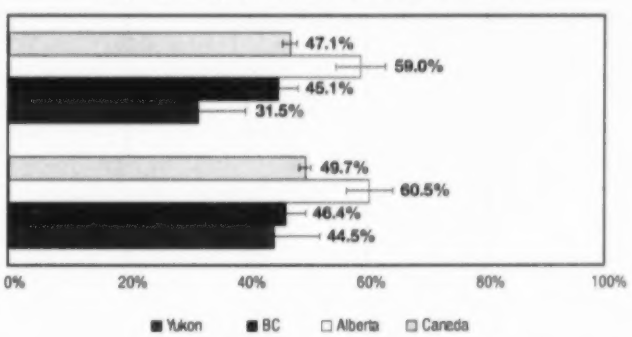
The following charts represent the percentage of students reaching the expected level of performance in each of the sections and age categories of the assessment. The results below represent the performance of a sample of students, and are therefore estimates of the performance of the entire student population. Because an estimate based on a sample is rarely exact, it is common practice to provide a range of percentages within which the actual achievement level might fall. These ranges are called "confidence intervals" and represent the high- and low-end points between which the actual level of achievement should fall, 95% of the time. If the confidence intervals overlap each other, the differences are NOT statistically significant.

School Achievement Indicators Program (SAIP) 2000-2001
13-year-old performance - Mathematics



(Figure 33) Source: Yukon Education

School Achievement Indicators Program (SAIP) 2000-2001
16-year-old performance - Mathematics



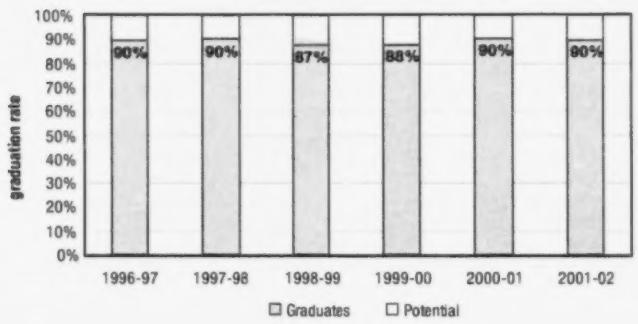
(Figure 34) Source: Yukon Education

Graduation

Yukon students follow the British Columbia Ministry of Education graduation requirements. The mix of Foundation and Selected Studies courses enables students to meet the expectations of completing the basic academic core courses (Foundation Studies) of Language Arts, Mathematics, Sciences, Fine Arts and Applied Skills, and Career and Personal Planning, as well as a selection of optional courses (Selected Studies) in the areas of their choosing. In order to complete graduation, students must accumulate the required total of 52 credits under this program.

Figure 35 below provides a comparison over time of Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate. Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

Yukon Graduation Rates (as percent of potential)



(Figure 35) Source: Yukon Education

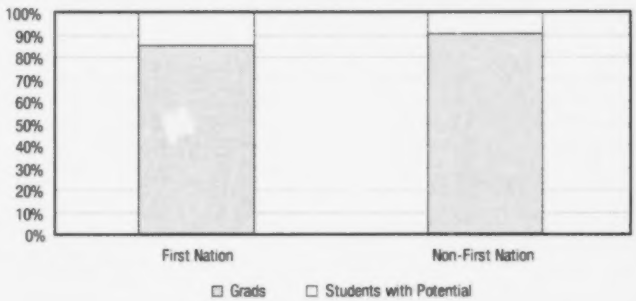
Over the last six-year period graduation rates have remained fairly constant, ranging from 87% to 90%. During the same period, British Columbia graduation rates ranged from 92% to 94%.

First Nation Graduates

In 1996-1997 school year, 8% of the students who graduated were of First Nation ancestry. In 2000-2001 school year, 16% of the students who graduated were of First Nation ancestry. For the 2001-2002 school year, this figure has declined slightly to 12% of graduates being of First Nation ancestry.

A more direct comparison of First Nation graduation success can be measured in the same fashion as for total Yukon grads, by comparing the number of graduates to those with the potential to graduate (see figure 36). For the 2001-2002 school year, 85% of First Nation students with the potential to graduate were successful at meeting the requirements of graduation. This compares with 90% for non-First Nation students. This is the first year that separate potential information is available. Subsequent reports will provide this information with comparisons over time.

2001-2002 Yukon Graduates as Compared to Potential



(Figure 36) Source: Yukon Education

Note: Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

Student Attendance

Attendance is an important educational success indicator. At the moment, collecting and reporting attendance information presents considerable challenges.

This is the second year that attendance data is available from the Student Information Management System (SIMS) and therefore, caution should be exercised in drawing trend conclusions.

Not all schools record absenteeism in the same manner. As a result, it is likely that some absenteeism is not captured within the SIMS.

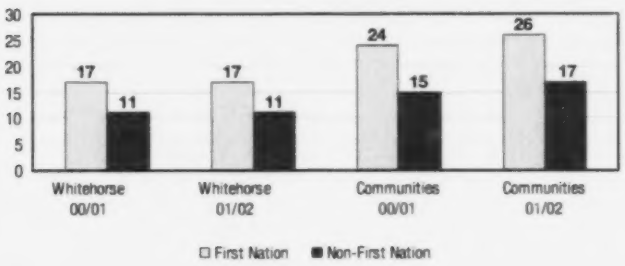
A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that the impact of these few students on the overall statistic is small.

During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted. For the 2001-2002 school year, additional work was

undertaken to ensure that more accurate information was collected at the school level.

Figure 37 below shows that absenteeism for the past two years is greater in rural communities than in Whitehorse and that First Nation students, on average, miss more days of school than their non-First Nation counterparts. First Nation students in the communities are absent approximately five weeks a year, or almost 10% of the total annual classroom instruction time. High levels of absenteeism are typically associated with reduced performance and achievement.

Average Absences



(Figure 37) Source: Yukon Education

Looking Ahead

Yukon School Evaluation Program

Previously known as the Yukon School Improvement Program, this is in the final phase of its development. The evaluation tools will be developed during the 2002-03 school year and it is expected that the school evaluation process will be implemented in September 2003 in several schools.

Focus on Literacy and Numeracy

We will continue to emphasize literacy and numeracy as the two main priorities in K-12 programming for the 2002-2003 school year. This will include continuing with early intervention strategies such as Reading Recovery™, and adding strategies for secondary studies such as Reading 44.

The branch also plans to emphasize and allocate additional resources to mathematics in the 2002-03 school year. Initiatives will include extended professional development for math teachers at all grade levels; secondment of a teacher as a math consultant to help develop a pilot project aimed at Grade five students; the introduction of three new math programs at the secondary level; and continued use of The Learning Equation™ computer software as an alternative resource and method for teaching math in Grades seven through ten.

Re-Organization of the Public Schools Branch

In response to concerns raised by the public and stakeholder groups, some areas of the Department of Education will be undergoing a re-organization. Within the Public Schools Branch, this re-organization is focused on increasing support to public schools, decreasing levels of management and administration, and facilitating improved relations with educational partners. This process will be partially implemented to start the 2002-03 school year and is planned for completion during 2003. No additional funds will be required to complete these changes.

Attendance Policy

The entire attendance policy and reporting/tracking process is currently under review by the Department of Education, with implementation of the new policies and procedures expected to take place for the 2003-2004 school year.

More information

Department of Education web link

- Yukon Education: www.education.gov.yk.ca
- Yukon Schools on the web: www.yesnet.yk.ca

Enquiries

Phone:
(867) 667-5141

Physical Address:
1000 Lewes Blvd, Whitehorse, Yukon , Y1A 3H9

Mailing address:
Box 2703, Whitehorse, Yukon, Y1A 2C6

Assessment and indicators web links

- Alberta Learning: www.learning.gov.ab.ca
- B.C. Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Publications

- Student Information and Assessment (2000). *A Handbook of Procedures and Guidelines for Student Assessments and Awards*. Canada, Yukon Education.
- Centre for Education Statistics (2000). *Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 1999*. Canada, Statistics Canada.
- Joint Advisory Committee (1993). *Principles of Fair Student Assessment Practices for Education in Canada*. Edmonton, Centre for Research in Applied Measurement and Evaluation.

Distance learning Web links

- B.C. Distance Education Schools websites: www.cln.org/community/schools_de.html

Experiential learning web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Publications

- Lieberman, Gerald & Hoody, Linda (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. USA, Science Wizards.
- Drake, Susan (1993). *Planning integrated curriculum: The call to adventure*. USA, Association for Supervision and Curriculum Development.

Early intervention web links

- Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Publications

- Klein, Tracy (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Tantalus School : August 28,2000 to June 7, 2001*. Canada, Yukon Education.
- Johnston, Mary Ann (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Elijah Smith Elementary School : August 28,2000 to June 13, 2001*. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2001). *Reading Recovery Teacher Leader Site Report for the School Year 2000/01*. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2002). *Reading Recovery Teacher Leader Site Report for the School Year 2001/02*. Canada, Yukon Education.